



**Our mission** - ‘To create and sustain an inclusive and outstanding learning community for all, rooted in the teachings of Jesus Christ, in which all will aspire to excellence in learning, teaching and care for one another, so all will achieve and grow as unique individuals made in the image of God’.

**Our Core Values;**

## ***Faith, Aspiration & Unity***

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic and Church of England Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

## **CURRICULUM POLICY**

<b>Curriculum Policy - Document Status</b>			
<b>Date of review completion</b>	<b>November 2019</b>	<b>Named Responsibility</b>	Mrs A Welsh
<b>Inception of new Policy</b>	<b>November 2019</b>	<b>Named Responsibility</b>	Christian Character, Curriculum & Standards Committee
<b>Date of Policy Adoption by Governing Body</b>	<b>November 2019</b>	<b>Review Date</b>	November 2021
<b>Policy Basis</b>	Holy Trinity Academy		

## Curriculum Policy

The Holy Trinity Academy Mission Statement states that it is dedicated to:

**Embracing the values of the Gospel, celebrating the uniqueness and worth of every person, building relationships based on trust, respect, love and justice, working together so that everyone can experience life in all its fullness.**

**“I have come so that you may have life and have it to the full.” *John 10:10***

As such our commitments within the Mission Statement include:

- Provision of an extensive and wide curriculum allowing all students to achieve their full potential
- Provision of high quality extra-curricular activities to complement the formal curriculum
- Promotion of Gospel values throughout the curriculum
- Open access to all areas of the curriculum for all students
- Provision of suitable advice and guidance when students move on to the elective curriculum at 14 and again at 16

### AIMS

The curriculum is the major means by which the school seeks to fulfil its' Mission Statement. As such, we expect the Headteacher, in liaison with the staff, to draw up relevant management policies, procedures, programmes of study and schemes of work that allow this to happen. Below are brief details of the school's curriculum and related matters. Further information is to be found in other policy statements, for example Assessment, Recording and Reporting.

### CORE PRINCIPLES

The Curriculum policy is based on the following principles

- Promotion of the Gospel values
- Provision of spiritual and moral guidance to all students
- Ensuring all students are able to meet their full potential
- Open access to all
- Provision of a personalised curriculum at Post 14 and Post 16
- Meeting the needs of every student
- To provide a broad and balanced curriculum to students

## **The Formal Curriculum**

### **Key stage 3**

All start by following a common curriculum of Religious Education, English, Maths, Science, Art, Drama, Music, French, Geography, History, ICT, Product Design, Physical Education and Personal Social & Health Education. Further opportunity is given for the personalisation of the curriculum for those who require more support with literacy.

### **Key stage 4**

Our Key Stage 4 Curriculum is broad so that pupils can experience a range of opportunities across the curriculum; balanced because it is unwise for pupils to narrow down their options before the age of 16; relevant to pupils' individual needs and to the demands of a rapidly changing world; and personalised so that the level and type of work are suited to the ability and learning style of each individual pupil.

These are longstanding curriculum principles, which we believe will stand our pupils in good stead during the current period of great educational change. As a Faith School, it is right that all pupils take GCSE R.E. The time for P.E. recognises the importance of health and fitness in our lives. The value of the arts is recognised with the range of subjects available for students to select. It is a reflection of the global community to which they are heirs that all pupils should study Science, providing them with the skills to flourish in a rapidly changing technological world. All students are offered the opportunity to study French and to be examined in their home modern foreign language.

Our curriculum offers flexibility and choice within a guided structure. Within this framework, which can accommodate the 'English Baccalaurate' predominantly our level 2 courses are GCSE, we offer BTEC courses for those who find this assessment pathway more accessible.

### **Sixth Form**

Our Key Stage 3 and 4 principles continue into the Sixth Form enabling clear lines of progression. The curriculum is built around subjects that complement each other. Students can study three, with some scope for four A'levels. This includes a range of facilitating subjects and specialist subjects alongside the Extended Project Qualification. We aim to give students a sense of control over their Sixth Form programme enabling a broad education offering wide choice and essential skills for a rapidly changing world.

### **Assessment, Recording and Reporting**

Staff use a number of formal and informal assessment methods for a variety of purposes. Some of these assessments are recorded and all inform the various reporting systems employed. (See Assessment & Marking Policy)

Parents receive information about their child's current progress at various points throughout the year. The report contains diagnostic feedback with targets for improvement.

### **Homework**

Homework is a vital aspect of school's formal curriculum. It can prepare students for lessons, reinforce what has been taught and it develops important self-management habits. As such, homework is set in all subjects on a regular basis. The use of the Show My Homework system supports this communication.

### **Grouping**

Students in Years 7 & 8 are currently grouped into two base bands. Teaching is in mixed ability groups for some subjects.

## **Work Experience**

During their time at the school all students are expected to participate in the Work Experience programme to help them prepare for the world of work. Normally this is at the end of the academic year for Year 10.

## **The Informal Curriculum**

It is recognised that for us to fulfil our Mission Statement, students must be given the opportunity to participate in activities beyond the subject programmes of study. It is appreciated, however, that which might be on offer depends on the good will and interests of individual teachers. Presently, the extra-curricular provision includes:

- Expressive Arts activities including individual and small group music tuition.
- Dance Club
- Art Club
- Sports activities including training sessions and fixtures.
- Trips, both day and residential.
- Various other events and societies.
- The Duke of Edinburgh scheme.

A full list of extra-curricular activities is produced each term.

## **Spiritual, Moral, Social and Cultural Development**

The school creates opportunities to enrich the students' spiritual, moral, social and cultural development across subjects and in the wider life of the school. Further information is to be found in the appropriate policy statement.

## **Relationships**

Key to what we seek to achieve is realised through the day to day life of the school. It is the responsibility of everyone to contribute to the creation of a friendly, happy and caring community.

## **MONITORING**

The outcomes of the curriculum are measured during regular assessment points. Curriculum surveys are issued to students. Findings are circulated to the relevant staff and their line managers. Actions are planned based on the findings.

## **EVALUATION**

Evaluation takes place on an annual basis. Using all observation data, information about government changes to the curriculum and pupil numbers, judgments are made about the overall quality of the curriculum and decisions are made about any changes required.